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THE HIGH SCHOOL JOURNAL

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EDITORIAL COMMENT

Good time to send \$2 to Secretary J. W. Crabtree, 1400 Massachusetts Ave., Washington, D. C., and become one of the 100,000 new members the N. E. A. is adding to its membership.

No, Minerva, the proposal to establish an "amusement department" as an adjunct of the National Government does not have reference to the next political campaign, nor to the report that the Huns thought Uncle Sam already had such a department in successful operation.

Let's try to forget some of the petty differences that have divided our forces, put aside some of our selfishness, and work together for a unified, progressive, efficient public school system. In all seriousness, let us, each one of us, ask ourselves this question: What is best, not simply for my district, or town, or county, but for *North Carolina*?

Now that the senior year of Mary D. Linquent is rapidly passing, and her prospects for graduation are exceedingly doubtful, it is about time for the mother of said Mary to begin to bedevil the life out of her high school principal.

P. S. As frequently as not Mary's name is John.

We "r-read in th' pa-apers," as Mr. Dooley would say, that Mr. Wright has introduced in the North Carolina Senate a resolution to ascertain why the lady members of the State Board of Examiners and Institute Conductors receive smaller salaries than the male members of the board receive. Why not extend the scope of the inquiry to ascertain why the State Superintendent of Public Instruction receives a

smaller salary than any other State official of equal rank? Hearing no objection from Dr. Brooks, we move that this be done.

English Teachers' Column

Beginning with the March issue of the HIGH SCHOOL JOURNAL, the Freshman English teaching staff of the University will conduct a column on Grammar and Composition. The purpose of the column is to afford the teachers of the University and of the schools an opportunity to exchange information and opinion, in the belief that informal co-operation of this kind may help considerably in vitalizing instruction and in directing our teachers' energy where it is most needed.

A question-and-answer method is suggested by the Freshman English staff. Hitherto it has been the practice of a number of teachers to address questions to the English Department privately, and the answers have been private. But correspondence of this kind is obviously of general interest. Teachers are therefore urged to ask questions freely, directing them to Professor N. W. Walker, Chapel Hill, N. C. The Freshman staff will try to answer these questions, and from time to time will, in turn, ask questions of the secondary school teachers.—N. F.

The Cult of the Second Best

The other day one of our Superior Court judges resigned in order to go back to his law practice. He gave as the reason for his action the fact that the low salary (\$3,250 plus \$750 for traveling and other necessary expenses) would not enable him to support his family.

A little more than a year ago a State Superintendent of Public Instruction in a southern state resigned his office, which paid only \$3,000 a year, in order to accept a county superintendency in the same state at \$5,000. This speaks well for the progressive county that could command the services of a capable head of its school system.

North Carolina's unwillingness to keep its ablest lawyers on the bench, and Alabama's attitude of mind regarding the head of her public school system call for no printable comment. We might as well add the same is true of North Carolina's parsimonious economy regarding the salary of her State Superintendent of Public Instruction. The attitude of the public regarding the salary of its expert officials is indeed puzzling. Too long have we schooled ourselves to think in terms of our poverty. It is high time for the Southern States to abandon such a false attitude re-

garding public economy and begin to think in terms of efficiency, potential wealth, and justice. How long shall we continue to cherish in our hearts "the cult of the second best," as the lamented Edward K. Graham used to phrase it?—N. W. W.

The Devil Can Cite Scripture for His Purpose

Every now and then one runs across the statement that the German school system was the cause of the debauchery of German Kultur, that it was responsible for the World War; and that, therefore, (either the statement is made directly or the argument is so shrewdly worded that the inference cannot be mistaken), the state systems of public schools in America and the state supported institutions would lead us to the same fatal result! How absurd! How unwarranted! How untrue! How unworthy such statements are! The man who perpetrates such nonsense for the public mind to feed upon is guilty of one or the other—maybe both—of two sins: either he has not taken the pains to inform himself as to the relation the schools of Germany bore to the German Government, as well as the relation the public schools in America bear to the people who support them; or, if he does know the facts and understands these relations, he deliberately and grossly misrepresents them.

The man who writes for the public or who speaks to the public on matters of public policy certainly ought to feel that he is under a binding moral obligation to state facts as facts and not to confuse facts with opinions of a warped or disordered imagination. If he is opposed to public schools and to state supported institutions, let him have the courage to come out and say so openly, boldly, and without apology, and not undertake to damn the public schools in democratic America by comparing them in any way to the schools of autocratic Germany. To say directly, or by inference, that the American public school is based upon the same conception, or that it is wedded to the same purpose, or that it is inspired by the same ideals, or that it is permeated with the same philosophy, is an out-and-out falsehood, and every citizen who has taken the pains to inform himself intelligently about the two systems knows it is a falsehood.

No thoughtful person who has read the history of the last hundred years intelligently can believe that the German school system was responsible for the World War. No clear-thinking person today, if the facts are given him, can be duped into believing any such nonsense.

The explanation of the War is to be found in the Prussian philosophy of life—the false philosophy which underlay the church, the school, industry, society—in short, every social, economic, industrial, and political institution and agency in Germany.

To be sure, the educational system was used by the masters of Germany to further their secret and devilish aims. They used it to foster in the youth certain barbaric principles and practices. They used it to establish certain habits of thought and attitudes of mind that would lend themselves, at the proper time, to their piratical military purposes. It was this fact that caused David Lloyd George to say that the German school system was the strongest force that the allies had to combat. But Lloyd George did not say that the schools were responsible for the false philosophy underlying Prussian life. The schools were in the grasp of an autocratic Prussian military power, as were the church, society, and all other institutions, and they were subject to its bidding. Every fair-minded, intelligent student knows this.

What a contrast in the public school systems of Germany and America! This contrast is as sharp, as definite, and as fundamental, as are the two basic ideas on which the two systems of government are founded,—as radically different as are the two systems of philosophy that furnish the guiding principles of life in the two nations; as different as democracy is different from autocracy; as Anglo-Saxon ideals are from Teutonic ideals; as different as the principle of force in human affairs is different from the principle of mutual good-will and human brotherhood. Whoever would understand the German school system must first understand the Teutonic philosophy underlying it; and whoever would understand the American public school must understand the democratic philosophy underlying it; and whoever undertakes to compare the two must understand both systems of schools and the two philosophies underlying them; with this understanding, the basis for comparison disappears.

—N. W. W.

The Colleges will Absorb the Shock

At a conference of representative high school and college men held at the University of North Carolina on January 6th, after full and free discussion of the situation that has been brought about by the enforced suspension of the schools for so long a time because of the epidemic of influenza, a plan of action was unanimously agreed upon, as a temporary emergency measure, that seems to be quite fair and acceptable to all concerned. In a word, the plan is for the colleges

to absorb the shock, in so far as possible, that the work of the present senior classes in the high schools has received, and for the high schools to "take up the slack" in the work of the lower classes against the time these grades come up for graduation.

The colleges have agreed to accept this year's seniors (but only on the recommendation of their principals or superintendents) provided they shall have completed three and one-half of the four years' work; and the conference went on record urging the high schools to make up as much as possible of the time lost this year, and to extend their session beyond the usual time in order to do this. A few of the schools will be able to make all the time lost; many will be able to make up the larger portion of it; some will be able to make only about one-half the usual school year; a few, because of prolonged and repeated suspension, will not be able to make fifty per cent of their usual term. Senior classes that cannot do at least this much will be obliged, necessarily, to spend another year—or another one-half year at least—in the high school before entering college.

There is some fear that many schools may stop as soon as they shall have completed one-half of the year's work, since the seniors may enter college under the plan agreed upon. We do not think any accredited school or any non-accredited school in a progressive community will pursue this course, unless it is forced to do so because of a recurrence of the epidemic or because of financial embarrassment. The school officials must certainly realize that if such a course is pursued, next year's senior class, as well as the senior class of the year following, will be in just as sad plight as are the seniors of this year. It must be remembered that the colleges have agreed on this plan as a temporary emergency measure for the year 1919 only. The proper course for every high school to pursue is to extend its term for as long a time as is necessary to make the full year's work if it is possible to do it.

—N. W. W.

Under the forms of the American democracy is there in reality evolving such a concentration of economic and social power in the hands of a comparatively few men as may make political democracy an appearance rather than a reality?—FREDERICK J. TURNER in Contributions of West to Democracy.

Our goal must be the destruction of the economic root of war—in other words, to establish an economic, not only a political, internationalism, a community of interests, even if qualified and incomplete, among great nations.—BAINBRIDGE COLBY.

MARVIN HENDRIX STACY

(1877-1919)

By N. W. WALKER

IN the death of Marvin Hendrix Stacy the University of North Carolina suffers the loss of its official head for the second time within three months, and the State mourns the passing of another of its ablest educators and most devoted citizens. While in Raleigh attending a meeting of the Executive Committee of the Trustees, on Jan. 14, Professor Stacy was stricken with an attack of influenza. One week later (Tuesday, January 21) he passed away at his home in Chapel Hill. At the time of his death Professor Stacy was serving as Chairman of the Faculty, with full duties and powers of president, pending the election of a president to succeed the late Edward K. Graham. He had been serving in this capacity since the death of President Graham in October, and the exacting duties of the office, incident to the demobilization of the S. A. T. C. unit after the armistice and the complete reorganization of the work of the institution, told heavily on his strength, and this fact was no doubt one of the contributing causes of his untimely end.

A North Carolinian of the best type, Professor Stacy embodied in his gentle nature those finer qualities of mind and character which the University would foster in her sons and fix forever, if she could, as the guiding principles of their lives. He was a man of solid Christian character; firm in his convictions, unswerving in his devotion to duty, yet tolerant to a marked degree, liberal minded, and broad in his sympathies.

In thinking of Professor Stacy and what he meant to the University, one inevitably thinks of our other lost leader, the late President Graham; first, because their names were inseparably linked together in the administrative affairs of the University, and second, because—though unlike enough—the two possessed so many abilities and qualities in common. Both were masters of the problems of student-life; both were successful interpreters of the University's ideals not only to students but to the people of the State who never saw its campus; both were teachers of remarkable inspiration and power; both were gifted public speakers; both were endowed with a passion for fair-play and square-dealing; both possessed unusual qualities of leadership among young men. As President and Dean under the new régime, they labored together, planned together, and died almost together. Their names will be linked together in the history of the institution they served with such rare ability and devotion.